**K Math Lesson Unit 1 Task 1 Lesson 2**

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| **Teacher:**  **Neal/Chickillo** | | | **Grade:Kindergarten** | | | **Date(s)**: Task 1 lesson 2 |
| **Unit Title: Count 0-30** | | | | **Corresponding Unit Task:Students should be able to rote count to 25.** | | |
| **Essential Question(s): What does each number represent?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Individual # cards 1-15**  **A bucket** | | **Student:**  **Unifix cubes** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2** | | | | | |
| **I Can Statement(s): I can show a number 1-10 using cubes.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will have numbers 0-10 on big cards arranged around the room. Teacher will say I spy the number 5. Students will look around and use flash lights to point to that number. | | | | | |
| Teacher Directed: Tell students you have a special basket with secret numbers in it. Show the secret numbers. Tell students just to look at the numbers and not to give away what they see. | | | | | |
| **Guided Practice:** Tell students that you will pick a secret number from the bucket and they will need to  show thatnumber with unifix cubes. So if teacher pulls out an 8 the students show the 8 with their cubes. | | | | | |
| **Independent Practice: Students will have number cards 0-10 and build those numbers with cubes.**  Math Stations Ideas- #1-Putting blocks in order 1-10, #2-Number Puzzles-see k-5 math teaching resources. #3 Practice writing numbers1-10. #4-Counting read aloud center-suggested reading.Quack and Count by Keith Baker, I Spy Two Eyes in Art-by Lucy Micklethwait, City by Numbers-by Stephen T. Johnson, Count! By Denise Fleminbg, One Gorilla by Atsuko Morozumi, Ten Little Fish by Audrey Wood, #5-Math Destination-working with numbers(computer)#6-Roll the die and identify- | | | | | |
| **Closing/Summarizing Strategy: Review with students that today we worked with showing numbers 1-15 with cubes. Discuss with the students how they used their cubes to show a number. Discuss that there are different ways to represent numbers. Today we used cubes to represent a number.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use number cards 1-20 for students to represent numbers with cubes. | | | Use numbers 1-10 or 1-5 for students to use with cubes. | | | Use cards with dots to represent numbers. Have students to count the numbers and show it with their cubes. It may need to be 1-5. |
| **Assessment(s): Students will write in their journal. You will show students a secret number. Students have to draw circles to show the number in their journal.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  If students understand and know their numbers 1-15 tomorrow we will work with numbers 1-25. If they do not we will review this lesson again. | | | | | | |